

**AN ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE
BY STUDENTS OF 8TH GRADE IN SMP N 1 GATAK
2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by:

EGA NOVIA SARI

A320120066

**ENGLISH DEPARTEMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016**

APPROVAL

**AN ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE BY
STUDENTS OF 8TH GRADE IN SMP N 1 GATAK
2015/2016 ACADEMIC YEAR**

PUBLICATION ARTICLE

by:

EGA NOVIA SARI

A320120066

Approved to be Examined by Consultant

First Consultant



(Prof. Dr. Endang Fauziati, M.Hum.)

NIK. 274

Second Consultant



(Nur Hidayat, M.Pd)

NIK. 771

ACCEPTANCE

AN ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE BY STUDENTS OF 8TH GRADE IN SMP N 1 GATAK 2015/2016 ACADEMIC YEAR

by:

EGA NOVIA SARI

A320120066

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on May, 2016

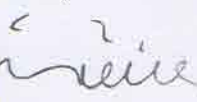
Team of Examiner:

1. Prof. Dr. Endang Fauziati, M.Hum
(Chair Person)
2. Nur Hidayat, M.Pd
(Member I)
3. Muamaroh, Ph.D
(Member II)

()
()
()



Dean,



Prof. Dr. Harin Joko Prayitno, M.Hum

NIP. 19650428 199303 1001

PRONOUNCEMENT

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 30 April 2016

The Researcher



Ega Novia Sari

A320120066

**AN ERROR ANALYSIS IN WRITING RECOUNT TEXT
MADE BY STUDENTS OF 8TH GRADE IN SMP N 1 GATAK
2015/2016 ACADEMIC YEAR**

Ega Novia Sari

Endang Fauziati

Nur Hidayat

English Department, Muhammadiyah University of Surakarta

Email: eganovias@gmail.com

Abstracts

The aims of this research are: (1) to identify the types of errors in writing recount text made by students of 8th grade in SMP N 1 Gatak 2015/2016 academic year, (2) to identify the types of morphological errors, syntactical errors, and discourse errors, and also count the frequency of each types of errors, (3) to describe the sources of errors. The type of this research is descriptive qualitative research. In collecting data, the researcher uses elicitation technique. In analyzing the data, the researcher uses the theory of James for classifying the errors, and uses Brown's theory for sources of the errors. The result of this research shows that in morphological error, there are 67 errors or 33.17% of errors. Then, in syntactical error, the researcher found 132 errors or 65.35% of errors. Lastly, in discourse errors, the researcher found 3 errors or 1.49% of errors. Those errors are divided into two sources, namely interlingual transfer and intralingual transfer.

Key words: error analysis, linguistic category, recount text, sources of errors, surface strategy

Abstrak

Tujuan dari penelitian ini adalah: (1) mengidentifikasi jenis-jenis error dalam menulis teks recount yang dibuat oleh siswa kelas 8 di SMP N 1 Gatak tahun ajaran 2015/2016, (2) mengidentifikasi jenis-jenis error morfologi, error sintaksis, dan error discourse, serta menghitung frekwensi masing-masing jenis error, (3) mendeskripsikan sumber-sumber error. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Dalam mengumpulkan data, peneliti menggunakan tehnik elisitasi. Dalam menganalisis data, peneliti menggunakan teori dari James untuk mengklasifikasikan error, dan menggunakan teori dari Brown untuk sumber-sumber error. Hasil dari penelitian ini menunjukkan bahwa pada error morfologi, terdapat 67 error atau 33.17% error. Kemudian pada error sintaksis, peneliti menemukan 132 error atau 65.35% error. Terakhir, dalam error discourse, peneliti menemukan 3 error atau 1.49% error. Error tersebut dibagi menjadi dua sumber, yaitu interlingual transfer dan intralingual transfer.

Kata kunci: analisis kesalahan, teks recount, sumber-sumber kesalahan, linguistic category, surface strategy

INTRODUCTION

People in the world decide English as a universal language. Nowadays, English is one of the most popular and studied languages, include in Indonesia. English subject is thought to the students formally from Junior High School up to Senior High School. The English teacher has a big responsibility to make their students understand about English subject. But, it is not easy to teach English subject because, commonly, English is not used as Indonesian's first or second language. In English, there are four skills that must be mastering by the students, called listening, speaking, reading, and writing.

The students in Junior High School have to know the basic competence of English. As one of productive skill, writing is more difficult than speaking. In writing, the students have to give more attention in the spelling of vocabularies and especially in grammar. In writing, based on *KTSP (Kurikulum Tingkat Satuan Pendidikan)* curriculum, students in Junior High School have to master five kinds of text, namely narrative, recount, procedure, descriptive, and report text.

One of the texts which closest to the students' daily live is recount text. Through recount text, the students can tell their past experiences. The students in Junior High School, who can be categorized as the beginner of English learners, often make errors in their writing. Fauziati (2009 : 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect.

According to the phenomena of teaching English in Indonesia, researcher conducts a research in SMP N 1 Gatak. The research is about an error analysis of writing recount text made by 8th grade students in SMP N 1 Gatak, Sukoharjo. SMP N 1 Gatak is located in Jalan Pramuka no. 1 Sukoharjo. This Junior High School is one of the best schools in Sukoharjo. This school has a good achievement not only in non-academic field, but also in academic field. One of the main subjects thought in SMP N 1 Gatak is English subject.

English subject is thought in every grade from 7th to 9th grade. The English teachers also competent in this subject, especially in the material. One of text which is thought in 8th grade is recount text. In the teaching of recount text, the teacher explains the material about recount text include the definition, social function, generic structure, language features, and also gives some examples of recount text. The teacher also asks the students to retell their past experience in the form of text. The topic that usually tells by the students is about their past holiday. For them, this topic is very interesting to retell.

Commonly, the errors that usually found in students' writing of Junior High School are in the grammatical used. The students usually feel difficult to choose the best verb for their writing, especially for recount text. Because the verb used in recount text is verb for past event, or as known as V2. For examples, the errors in grammatical used that usually found by the other researchers are:

- We *were go* a half past six.
- We took some *picture beautiful*.
- I went Majalengka.

From the first example above, the student makes an error in the used of verb. The student is not using grammatical rules to make the sentence. The student also does not add a word "at" to identify the time. The correct sentence is "We *went at* a half past six".

In the second sentence, there is an ungrammatical sentence. From the phrase "picture beautiful", we can identify that the student just transfer it from source language, which is Indonesia language, to the English. Actually, the structure of source language and the target language is different. The student has to construct the structure by folding back the phrase. The student also needs to add "s" in the noun "picture", because there is a word "some" before the noun which shows that the noun is in plural. So, the correct sentence to substitute it is "We took some beautiful pictures".

For the last sentence, the error is in the omission of the preposition “to”. The student has to add the preposition “to” to show the place that he/she wants to go. The correct sentence for the last example is “I went *to* Majalengka”.

To analyze the ungrammatical sentence in the students’ recount text, the researcher uses an error analysis. Error is similar to mistake. Error relates to level of competence, whereas mistake relates to level of performance. Error analysis is an approach which focuses on learners’ error in learning second language acquisition (SLA).

In this research, the researcher wants to analyze the students’ error in writing recount text by using linguistic category and surface strategy taxonomy. Error analysis is really needed by the teacher as a tool to measure the understanding of the learners in the second language acquisition. In surface strategy taxonomy, according to James (as cited in Fauziati, 2009 : 145), errors can be classified into four types: omission, addition, misformation, and misordering.

From the phenomena above, we can know that there are many errors in writing, especially for recount text. By knowing the phenomena, the researcher feels interesting to do a research about error analysis in writing recount text to know how serious the error made by students in Junior High School, and the researcher also wants to give contribution in the rectification of that errors.

From the explanation above, the researcher decides to do a research about *An Error Analysis in Writing Recount Text Made by Students of 8th Grade in SMP N 1 Gatak 2015/2016 Academic Year*.

Actually, this research is not the first research about error analysis in writing recount text. There are five researchers who conducted a research that relates to this research, namely: Hartati (2013) *An Analysis of Students’ Error in Writing Recount Text at the First Grade of MA Yanuris Ciranjang*, Amalia (2013) *Error Analysis of Students’ Writing on Recount Text at the Second Year Students of SMA Negeri 2 Banda Aceh*, Cholipah (2014) *An Analysis of Students’ Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*, Husna (2014) *An Error Analysis of Grammatical Features Made by Students of MAN Trenggalek in Writing Recount Text*, and Laksitaningratri (2015) *Grammatical Error Analysis of Students’ Recount Text Writing of The Eleventh Year Students of SMK Muhammadiyah Bobotsari in Academic Year 2014/2015*.

From the explanation above, the similarity between the previous studies with this current research is the method and the text which is analyzed. But, they put the different data source to be analyzed. Thus, this study is extremely different with the previous study.

The aims of this research are: (1) to identify the types of errors in writing recount text made by students of 8th grade in SMP N 1 Gatak 2015/2016 academic year, (2) to identify the types of morphological errors, syntactical errors, and discourse errors, and also count the frequency of each type of errors, (3) to describe the sources of errors.

RESEARCH METHOD

The researcher used descriptive qualitative method to describe the type of errors, frequency of error, and the sources of errors which occur in the writing recount text made by students of 8th grade in SMP N 1 Gatak 2015/2016 academic year. The object of this study is the composition of errors in writing recount text in SMP N 1 Gatak in 2015/2016 academic year. While the subjects of this study are the 8th grade students of SMP N 1 Gatak in 2015/2016 academic year. The data are in form of error sentences and paragraph made by students of eighth grade in writing recount text. There are 60 compositions of writing recount text which was collected on February 2016. The data source is the recount text made by eighth grade student of SMP N 1 Gatak in 2015/2016 academic year. There are three steps that used by the researcher to collect the data, namely: (1) firstly, the researcher entered the classroom and asked the students to write their own recount text, (2) secondly, the researcher collected the students’ works, then read and analyzed the data by marking the types of errors which occur in the students’ writing, (3) lastly, the researcher documented the data of error then classified them based on linguistic category and surface strategy. The next steps is analyzing the data. The steps of analyzing the data are: (1) identifying the errors,

(2) classifying the errors (James, 1998 : 105-111), (3) describing the frequency of errors, (4) describing the dominant type of error, (5) describing the sources of error.

FINDING AND DISCUSSION

In this research, the researcher classifies and describes the errors which are found in the composition of writing recount text made by 8th grade students in SMP N 1 Gatak 2015/2015 academic year. The researcher classifies the errors based on linguistic category and surface strategy. There are 5 steps used by the researcher in this research finding, namely types of morphological errors, types of syntactical errors, types of discourse errors, the frequency of each error, and the sources of errors.

1. Types of Morphological Errors

In the morphological errors, the researcher finds 3 types of errors. They are false friend, wrong spelling, and code mixing.

a. False Friend

In this research, the researcher finds 23 data of false friend, both in similar meaning and similar pronunciation.

First, in similar meaning, there is a sentence *after swams, I and my sister substitute dress*. In Bahasa Indonesia, this sentence has the meaning as *setelah berenang, saya dan saudara perempuan saya mengganti baju*. For this sentence, the student translates the word *mengganti* into *substitute*. Appropriately, the student has to use the word *change* rather than *substitute*. The word *substitute* and *change* have similar meaning in Bahasa Indonesia, that is *mengganti*, but in English, the word *substitute* is not appropriate for dress.

Second, in similar pronunciation, there is a sentence *The snack had been there for about a week*. According to the context, the student went to the zoo. So, the word *snack* has to replace with *snake*. *Snack* and *snake* has similar pronunciation for students of 8th grade, but two of them have very different meaning. The word *snack* is a kind of meals, or in Bahasa Indonesia *snack* means *makanan ringan*. But, the word *snake* is a kind of animals, or in Bahasa Indonesia *snake* means *ular*.

b. Wrong Spelling

In this research, the researcher finds 36 data of wrong spelling made by students of 8th grade.

For example, in the sentence *I made sand castle whit my sister*. In Bahasa Indonesia it means *saya membuat istana pasir dengan saudara perempuan saya*. The word *whit* does not exist in English. The student has to spell *whit* into *with*. Although the pronunciation of *whit* and *with* are similar, but the word *whit* does not any meaning in English.

c. Code Mixing

The researcher finds 8 data of code mixing made by students of 8th grade.

For example, in the sentence *It was Tuesday, 15 Desember2015*. The word *Desember* does not exist in English. It is the word of Bahasa Indonesia. The student has to replace the word *Desember* into *December*.

2. Types of Syntactical Errors

In the syntactical errors, the researcher finds 9 types of errors. They are the errors which relate with be as predicate, preposition, article, subject pronoun, -s/-es in plural marker, 's in possessive pronoun, verb, possessive adjective, and noun.

a. Be as Predicate

Be, or copula in linguistic, is a word to connect or link a subject and predicate in a sentence.

1) Omission of be

The researcher found seven data that omit be as the predicate to complete the sentence.

For example in the sentence *Apparently my friends ready in there*. In the sentence above, there is no *be* as the predicate. The word *ready* is not the verb. It is an adjective. The student omits *be* as the predicate. So, the student has to add *was* before the word *ready*. The right sentence is *Apparently my friends were ready in there*.

2) Addition of be

But, in this research, the researcher finds five sentences which use *be* and verb together.

For example in the sentence *Last week, I and my family is visited grandma's house*. In the sentence above, the word *is* have to be deleted because there is a verb *visited* as the predicate which show an action of the subject. In Bahasa Indonesia, the student wants to say *mengunjungi*, not *dikunjungi*. If the student add *is* in the sentence, the sentence will be a passive voice.

3) Misuse of be

Be in the past tense are *was* and *were*. But, in this research, the researcher found 18 data that not use *be* in the past form. The students usually use the *be* in the present tense, namely *is* and *are*.

For example, in the sentence *I am very happy*. The word *am* is the *be* in the present tense form. The student has to replace *am* into *was* because it is a recount text which tells about past event.

b. Preposition

Preposition is a word to connect noun, pronoun, or phrase with the other words in a sentence. Preposition usually used to determine the position of something, the time of something happen, or the way of something done.

1) Omission of Preposition

In this research, the researcher finds 8 data about omission of preposition

For example in the sentence *It was time go home*. In this sentence, the student has to add preposition *to* before show the aim or the action of the subject. The complete sentence of it is *It was time to go home*.

2) Addition of Preposition

In this research, the researcher finds 10 data about addition of preposition

For example, in the sentence *Then, we to went down ladder*. For this sentence, the student add preposition *to* before the predicate. Actually, the preposition *to* is not needed for the sentence. The right sentence is *Then, we went down ladder*.

c. Article

Article is a word which is used for a noun to indicate the type of its reference.

1) Omission of Article

The researcher finds 5 data of omission of article. For example in the sentence *There were lot of people watching a giant snake*. The student omits the article *a* after the *be*. The formula for the phrase *lot of*, we need to add article *a* before it. The right sentence is *There were a lot of people watching a giant snake*.

2) Addition of Article

In this research, the researcher finds 4 data of addition of article. For example in the sentence *The Cengklik paunch is about a thirty kilometers from my house*. In this sentence, the student adds the article *a*, whereas, after the article *a* is plural word, that is *thirty*. The student does not need to add *a* because this article is used for singular word. So, the right sentence is *The Cengklik paunch is about thirty kilometers from my house*.

d. Subject Pronoun

Subject pronoun is a personal pronoun used as a subject of verb in a sentence. Subject pronoun is needed to show the actor for an action. Sometime, the students do not add the subject as the pronoun. In this research, the researcher finds 5 data of omission of subject pronoun.

For example in the sentence *After we ate, went to museum.* In this sentence, the student omits the subject for the second clause. The student has to add the subject again, like for the first clause. The right sentence is *After we ate, we went to museum.*

e. -s/-es in Plural Marker

In English, the plural things are marked by adding -s/-es in the end of the word. The words that usually indicate that the things are plural are *many, some, any*, and *number* except 1. In this research, the researcher finds 13 data about omission of -s/-es as plural marker.

For example in the sentence *My mother ordered 2 big fish.* In this sentence, the plural is shown by number 2. It means that the fish is in plural. So, the student has to add -es in the end of *fish* word. The right sentence is *My mother ordered 2 big fishes.*

f. 's in Possessive Pronoun

Possessive pronoun is -s which indicates that there is relationship between noun and the pronoun. It shows that something or a noun is possession of someone mentioned before the noun. In this research, the researcher finds 4 data about omission of 's in possessive pronoun.

For example in the sentence *After I arrived in Fara home, apparently my friends ready in there.* In this sentence, the student need to add 's after the word *Fara*. The 's is used to indicate that the home belongs to Fara. So, the right sentence is *After I arrived in Fara's home, apparently my friends ready in there.*

g. Verb

Verb is a word that indicates an action of the subject. There is only one verb in a sentence. The verb used for recount text is in the past tense.

1) Omission of Verb

In this research, the researcher finds 4 data about omission of verb. For example in the sentence *After to the museum, I went to WBL.* In the first clause of this sentence, the student omits the verb. The student has to add the verb *went* before indicate the place as the object. The right sentence is *After to the museum, I went to WBL.*

2) Addition of Verb

In this research, the researcher finds 5 data about addition of verb. For example in the sentence *After that, we went go home.* In this sentence, the student uses two verbs as the predicate. Actually, a sentence must have one verb only. For this sentence, the student has to choose the verb in past tense for the recount text. The right sentence is *After that, we went go home.*

3) Misuse of Verb

In this research, the researcher finds 30 data about misuse of verb. For example in the sentence *We arrive there at 10.30 a.m.* The verb *arrive* indicate the use of present tense. The student has to use *arrived* for the sentence because it tells about their past experience. The right sentence is *We arrived there at 10.30 a.m.*

h. Possessive Adjective

Possessive adjective also known as possessive determiner. Possessive adjective used to modify a noun by attributing possession to someone or something. In this research, the researcher finds 7 data about omission of possessive adjective.

For example in the sentence *Three months ago I and friend goes to Yogyakarta*. In this sentence, the student has to add possessive word for *friend*, that is *my*. *My* will determine that the friend belongs to the student. So, the right sentence is *Three months ago I and my friend goes to Yogyakarta*.

i. Noun

Noun is a word that is used to give a name of something specifically, such as person, object, place, etc. In a sentence, noun usually has a function as object of an action. In this research, the researcher finds 7 data of misordering of noun phrase.

For example, in the sentence *After that, we visited in bridge Suramadu*. In this sentence, the student has to fold back the structure of the noun phrase. The student must mention the name of the bridge specifically first, then add the word bridge behind it. So, the right sentence is *After that, we visited in Suramadu bridge*.

3. Types of Discourse Errors

In this research, the students must write a recount text that tells their last experience in their holiday. The general structures are orientation, event(s), and re-orientation. But, there are 3 students who omit to write the re-orientation in their recount text. For example in the text:

| | | |
|--------------------|---|---|
| | | <i>Go on Vacation Go to Grandma's</i> |
| Orientation | { | <i>Last week I and my family is visited grandma's house.</i> |
| Events | { | <i>It is located at Boyolali. We left at 7 a.m and arrived at 9 a.m. My grandma's house is big, comfortable, also look neat. We are stayed over 2 days. We were there to spend time over friends. And we walked while looking incredibly beautiful.</i> |

In the recount text above, the student has to add the ending of their story. For example, the can add what they feel about their holiday as the re-orientation. They can write *I was very happy because I can spend my holiday in my grandma's house in Boyolali*.

4. The Frequency of Each Errors

In this part, the researcher will count the frequency of errors to know the percentages of each type of errors. In this research, there are 202 errors made by the students of 8th grade in SMP N 1 Gatak 2015/2016 academic year. The errors are divided into three types, namely morphological error, syntactical error, and discourse error.

| No | Types of error | Number of error | Frequency of error |
|----|------------------------------------|-----------------|--------------------|
| 1. | Type of morphological error | | |
| | False friend | 23 | 11.39% |
| | Wrong spelling | 36 | 17.82% |
| | Code mixing | 8 | 3.96% |
| | | 67 | 33.17% |
| 2. | Type of syntactical error | | |

| | | | |
|--|--------------------------------------|------------|---------------|
| | Be as predicate | | |
| | Omission of be | 7 | 3.47% |
| | Addition of be | 5 | 2.48% |
| | Misuse of be | 18 | 8.91% |
| | Preposition | | |
| | Omission of preposition | 8 | 3.96% |
| | Addition of preposition | 10 | 4.95% |
| | Article | | |
| | Omission of article | 5 | 2.48% |
| | Addition of article | 4 | 1.98% |
| | Subject pronoun | | |
| | Omission of subject pronoun | 5 | 2.48% |
| | -s/-es in plural marker | | |
| | Omission of –s/-es in plural marker | 13 | 6.44% |
| | ‘s in possessive pronoun | | |
| | Omission of ‘s in possessive pronoun | 4 | 1.98% |
| | Verb | | |
| | Omission of verb | 4 | 1.98% |
| | Addition of verb | 5 | 2.48% |
| | Misuse of verb | 30 | 14.85% |
| | Possessive adjective | | |
| | Omission of possessive adjective | 7 | 3.47% |
| | Noun | | |
| | Misordering of noun phrase | 7 | 3.47% |
| | | 132 | 65.35% |

| | | | |
|----|--------------------------------|------------|--------------|
| 3. | Type of discourse error | | |
| | Generic structure | 3 | 1.49% |
| | | 3 | 1.49% |
| | Total | 202 | 100% |

From the table above, the dominant error made by students in writing recount text is in syntactical level (132 errors or 65.35% of errors).

5. Sources of Errors

In this part, the researcher will try to find the sources of error in writing recount text made by 8th grade students in SMP N 1 Gatak 2015/2016 academic year. Those errors are divided into two sources, namely interlingual transfer and intralingual transfer.

CONCLUSION, PEDAGOGICAL IMPLICATION, SUGGESTION

In this research, the researcher finds many errors in writing recount text made by 8th grade students in SMP N 1 Gatak 2015/2016 academic year. The result of the analysis shows that from sixty students' compositional work, there are two hundred and two errors which are grouped into three main categories, namely: morphological error, syntactical error, and discourse error.

Firstly, morphological errors consist of 67 errors or 33.17% of errors. Secondly, syntactical errors consist of 132 errors or 65.35% of errors. Lastly, discourse errors consist of 3 errors or 1.49% of errors in general structure.

Based on the categories of types of errors above, the dominant error made by 8th grade students of SMP N 1 Gatak in writing recount text is in syntactical level (132 errors or 65.35% of errors). It means that the students do not understand the grammar and the rule of syntactical in English well. The researcher concludes that the students lack of knowledge of the syntactical rules.

For the sources of error, the researcher finds the sources in interlingual transfer and intralingual transfer. Interlingual transfer is the negative influence from the learner's mother tongue. As beginner, the 8th grade students usually use the rule of Bahasa Indonesia to make their sentence in English. Whereas in intralingual transfer, the item produced by the students does not reflect to the structure of mother tongue. It can be concluded that the main sources of students' error in writing recount text are interlingual and intralingual transfer.

According to Istyas (2009) remedial teaching is a form of teaching that is correcting or a form which makes teaching better than before. In the other hand, remedial teaching is an improvement of teaching that has a function for healing. There are four ways to improve the students' writing: (1) set specific and understandable goals; (2) teach students how to revise; (3) teach summarizing not analyzing; (4) require more and longer writing.

In this research, the researcher finds the dominant error for each type of error. The first error found in wrong spelling of morphological level. The second error found in misuse of verb of syntactical level. The last error found in general structure in discourse level. The remedial teaching has to be focused on wrong spelling, misuse of verb, and general structure in recount text. The students often make errors because they do not understand the knowledge of writing skill well. There are several steps to do remedial teaching:

1. Wrong Spelling in Morphological Error
 - a. The teacher determines the common word of recount text, and creates the word lists.
 - b. The students are guided to discover the rule and pattern of each word in English.

- c. The teacher asks the students to learn the word and try to spell each word well.
 - d. The teacher chooses some words in wrong spelling and asks students to sort it well.
 - e. The teacher has to encourage the students to discover the pattern of each word in their writing.
 - f. Do reinforcement activities to help students that relate to the pattern of acquired word knowledge.
2. Misuse of Verb in Syntactical Error
- a. The teacher explains about the pattern of English tenses and the use of them, and emphasizes the tense used in recount text.
 - b. The teacher makes a list of verbs which show the differences verb in present tense and past tense.
 - c. The teacher asks the students to memorize the common verb in past tense for their recount text.
 - d. The teacher gives a work sheet about the verbs. The teacher writes the verbs in present tense and then asks the students to change them into past tense.
 - e. The teacher asks the students to make a sentence by using the each verb in past tense to train their writing skill, especially in recount text.
3. General Structure in Discourse Error
- a. The teacher has to explain the general structure of recount text clearly, and shows the differences of orientation, events, and re-orientation.
 - b. The teacher has to ensure that the students understand it well, and guide them to make recount text.

BIBLIOGRAPHY

- Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*, 3rd ed. New York: Addison Wesley Longman, Inc.
- Burton, Ian. 2014. *Compendium on Methods and Tools to Evaluate Impacts of, and vulnerability and Adaptation to, Climate Change*. Canada: United Nations Framework Convention on Climate Change. <http://unfccc.int> (downloaded on February 14th, 2016 at 07.01 p.m.).
- Dulay, Heidi et.al. 1982. *Language Two*. USA: Oxford University Press, Inc.
- Fauziati, Endang. 2009. *Readings on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*. Surakarta: Era Pustaka Utama.
- James, Carl. 1998. *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Addison Wesley Longman, Inc.
- Moleong, Lexy J. 2004. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Nunan, David. 1993. *Introducing Discourse Analysis*. England: Penguin English.